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ABSTRACT

Public opinion regarding the nature and importance of goals for elementary and secondary education in the state of Idaho was the focus of this doctoral dissertation. Two questions were posed. First, when educational goals were grouped into four different domains (intellectual, personal, social/political, and productive), would the response of Idaho citizens indicate that some domains of educational goals were regarded as of more value than others? Second, would there be agreement among Idaho citizens grouped according to the demographic variables of sex, age, educational level, educational level, occupation, and rural/urban residence as to importance of the four educational domains? Findings indicate that the respondents, 455 randomly selected citizens of Idaho, perceived the four domains as having different relative importance, ranking the intellectual domain highest, followed by the productive, personal, and social/political respectively. and social/political respectively. Findings also suggest that various demographic groups. The study ultimately concludes that the citizens of Idaho currently desire the elementary/secondary educational programs to be comprehensive rather than narrowly limited in scope. (JK)

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MONOGRAPH

PUBLIC PERCEPTIONS OF THE IMPORTANCE OF SELECTED EDUCATIONAL GOALS FOR ELEMENTARY/SECONDARY EDUCATION IN IDAHO

BEST COPY AVAILABLE

by

John Christopher Taggart

A DISSERTATION

Presented to the College of Education

and the Graduate School of the University of Idaho

in partial fulfillment

of the requirements for the degree of

Doctor of Education

May, 1980

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Finally, he is most indebted to his wife Lois. For without her encouragement and love, as well as her enormously hard work, this project would never have reached fruition.

DEDICATION

to Chris and Ellie

INTRODUCTION

Education in Idaho has recently suffered from the same problems that have afflicted education throughout the United States. Diminishing public confidence, internal strife, and worrisome questions concerning the quality of the product produced by educators have, among other things, caused thinking educators and members of the lay public to ponder what education should be all about. Reappraisal and reassessment of education as a whole has begun to take place all over the nation, and Idaho is no exception.

The purpose of this study conducted in the summer and autumn of 1979 was to answer with some finality certain key questions about education in Idaho. Public opinion regarding the nature and importance of goals for elementary/secondary education in the state of Idaho were to be determined.

Specifically, the following questions were asked:

1. When educational goals were grouped into four differing domains according to curricular similarities, would the response of Idaho citizens indicate that some domains of educational goals were regarded as of more value than others?

2. Would there be agreement among Idahoans grouped according to demographic variables: (a) sex, (b) age, (c) educational level, (d) occupation, and (e) rural/urban residence as to the relative importance of the four educational domains?

A survey instrument was developed from eight previous landmark studies of educational goals. After being critiqued and field-tested, the questionnaire was administered to 455 randomly selected citizens of Idaho.

DATA ANALYSIS

Perceptions of the respondents as to the importance of each of the educational goals were recorded on a modified three point Likert scale. Subjects rated questions "very important" (3), "average importance" (2), and "little importance" (1).

The Friedman Two-Way Analysis of Variance was used to analyze if a significant difference in relative importance existed among goal domains as perceived by the respondents.

The statistic utilized to test for agreement among respondents when grouped according to age, educational level, and occupation regarding the relative importance of the four goal domains was Kendall's Coefficient of Concordance (W).

The statistic utilized to test for agreement between respondents when grouped according to sex and urban/rural residence was Spearman's Rank Correlation Coefficient (r_s).

Statistical significance for all tests was established at the .05 level of significance.

SYNTHESIS OF GOALS INTO DOMAINS

The educational goals and goal domains were synthesized from prominent studies of educational goals. These selected goals included in each of the four educational domains were as follows:

Intellectual Domain:

1. Acquisition of basic skills in mathematics.
2. Acquisition of basic skills in reading.
3. Acquisition of basic skills in writing.
4. Acquisition of basic skills in speaking.
5. Acquisition of basic skills in listening.
6. Acquisition of advanced skills:
   a. in reading
   b. in speaking.
   c. in writing.
   d. in mathematics such as algebra or geometry.
   e. in sciences such as biology and chemistry.
7. Development of the "love of learning."
8. Development of logical thinking processes.
9. Development of effective studying competencies.

Personal Domain:

1. Development of basic understanding and respect for oneself.
2. Development of individual ethical standards.
3. Development of the understanding of how the human body works and how it is maintained.
4. Development of understanding the human mind.
5. Development of appreciation for the arts in areas such as literature, music, or painting.
6. Acquisition of skills and interests for leisure time fulfillment and enjoyment.
7. Development of an understanding of family life.
8. Development of skills necessary to satisfactory living within the family unit.

Social/Political Domain:

1. Development of standards of conduct that are compatible with those of society.
2. Development of respect for others.
3. Acquisition of general knowledge of world history.
4. Acquisition of general knowledge of American history.

5. Acquisition of knowledge of the various races, religions, and cultures which make up American society.
6. Acquisition of knowledge of the races, religions, and cultures of the peoples of the world.
7. Development of knowledge and understanding of the rights, privileges, and responsibilities of Americans.

Productive Domain:

1. Development of understanding of the American economic system.
2. Development of capabilities in such "survival skills" as wise personal buying, selling, and investing.
3. Development of understanding of individual occupational interests and aptitudes.
4. Acquisition of knowledge regarding contemporary careers and education required for them.
5. Acquisition of a saleable job skill.

RESULTS OF THE STUDY

Hypothesis No. 1

The first hypothesis was to test if the respondents perceived the importance of the educational goal domains similarly. Hypothesis No. 1 stated:

> There is no significant difference among goal domains in relative importance as perceived by the respondents.

The hypothesis was rejected. The Friedman Two-Way Analysis of Variance indicated that the four domains were perceived as significantly different in importance by those individuals who responded to the survey.

The analysis of variance determined that the rank mean of the intellectual domain was 2.07, of the productive domain 2.18, of the personal domain 2.53, and of the social/political domain was 3.21. Lower rank scores signified those domains that were held to be of more importance by the respondents.

ANALYSIS OF VARIANCE BETWEEN
GOAL DOMAINS IN RELATIVE IMPORTANCE
AS PERCEIVED BY RESPONDENTS
N = 455 K = 4

RESPONDENTS	EDUCATIONAL GOAL DOMAIN RANKS (1>4)			
Case #	Intellectual	Personal	Social/Political	Productive
#1	4	3	2	1
#2	3	1.5	4	1.5
#3	3	2	1	4
#4-#454	- - - - - - -	- - - - - -	- - - - - - - - - -	- - - - - -
#455	3	1.5	4	1.5
Σ Ranks	941.85	1151.15	1460.55	991.9
Rank Means	2.07	2.53	3.21	2.18

Chi Square 216.213 Probability $\leq .05$
3 degrees of freedom

Hypothesis No. 2

The second hypothesis, divided into five sub-hypotheses, was to test for associations between each of the demographic variables and the relative importance of the four educational domains.

Sub-hypothesis 2a (sex)

Sub-hypothesis 2a was developed to test the degree of agreement regarding the relative importance of the four educational domains between respondents grouped according to sex. Sub-hypothesis 2a stated:

> There is no significant agreement between respondents when grouped according to sex regarding the relative importance of the four domains.

The hypothesis was accepted. The Spearman Rank Correlation Coefficient (r_s) indicated that there was no significant agreement at the .05 confidence level between males and females as to the importance of the four domains. The intellectual and productive domains were rated first and second respectively by both males and females. However, the personal and social/political domains were rated third and fourth respectively by females, whereas, males rated them fourth and third in order of priority.

Women overall regarded the goal domains in this study higher in importance than men did; the overall mean rating for all goal domains for women respondents was 2.61 and for men the overall mean for all goal domains was 2.54.

MEAN SCORES, RANKS, AND
SPEARMAN r_s: EDUCATIONAL DOMAINS
BY SEX VARIABLE
N = 455

Mean Ratings

	MALE	FEMALE
Intellectual	2.64	2.74
Personal	2.44	2.65
Social/Political	2.53	2.35
Productive	2.56	2.69

Ranks

	MALE	FEMALE
Intellectual	1	1
Personal	4	3
Social/Political	3	4
Productive	2	2

Spearman Correlation Coefficient = .80 Probability $\geq$ .20

Sub-hypothesis 2b (Age)

Sub-hypothesis 2b was developed to test the degree of agreement regarding the relative importance of the four domains among respondents grouped according to age groups: 18-30, 51-64, and 65 and older. Sub-hypothesis 2b stated:

> There is no significant agreement among respondents when grouped according to age regarding the relative importance of the four domains.

The hypothesis was rejected. Kendall's Coefficient of Concordance (W) indicated overall agreement did exist at the .05 level of significance among the ranked responses. The intellectual, productive, personal, and social/political domains were prioritized in importance one through four by age groups 18-30, 31-50, and 51-64 when the mean ratings for each domain were converted to ranks. The intellectual and social/political domains were also ranked by those 65 years of age or older as the other three age groups had ranked them, first and fourth in importance. The personal and productive domains, however, were ranked second and third in importance by this age group, in contrast to the third and second rankings given these domains by the other age groupings.

Overall, older respondents tended to regard the educational goals in this study as being more important. Those in the 18-30 group had an overall mean rating of 2.55 for the educational goal domains. Those in the 31-50 group had an overall mean of 2.59, and those in the 51-64 and 65-and-older groupings had overall means of 2.61 and 2.65 respectively.

MEAN SCORES, RANKS, AND
KENDALL W: EDUCATIONAL DOMAINS
BY AGE VARIABLE
N = 455

Mean Ratings

	18-30	31-50	51-64	65
Intellectual	2.67	2.71	2.72	2.72
Personal	2.50	2.55	2.60	2.70
Social/Political	2.39	2.49	2.48	2.50
Productive	2.66	2.59	2.65	2.69

Ranks

	18-30	31-50	51-64	65
Intellectual	1	1	1	1
Personal	3	3	3	2
Social/Political	4	4	4	4
Productive	2	2	2	3

Kendall's Coefficient of Concordance W = .925
Critical value of S = 49.5 S = 74 Probability $\leq$ .05

Sub-hypothesis 2c (Education)

Sub-hypothesis 2c was developed to test the degree of agreement regarding the relative importance of the four educational goal domains among respondents grouped according to educational levels: (1) less than high school graduate; (2) high school graduate; (3) some college; (4) trade or community college graduate; (5) college graduate; and (6) graduate school. Sub-hypothesis 2c stated:

> There is no significant agreement among respondents when grouped according to educational level regarding the relative importance of the four domains.

The hypothesis was rejected. Kendall's Coefficient of Concordance (W) indicated overall agreement did exist at the .05 level of significance among the groups' ranked responses. The intellectual domain was perceived as being most important, followed respectively in ranking by the productive domain, personal domain, and the social/political domain by the middle four of the six educational level groupings: the high school graduates, those with some college education, the trade/community college graduates, and the college graduates. Respondents who had attended graduate school also perceived the intellectual domain as of primary importance among the four, but they ranked the social/political domain as second and the personal and productive domains as third and fourth respectively in order of priority. Those who were not high school graduates differed from the other educational groups by ranking the productive domain first in importance. The intellectual domain was ranked second by this group, the personal domain third, and the social/political domain fourth.

MEAN SCORES, RANKS, AND
KENDALL W: EDUCATION DOMAINS
BY EDUCATION VARIABLE
N = 455

Mean Ratings

	<HSG	HSG	SC	T/CCG	CG	GS
Intellectual	2.65	2.68	2.72	2.68	2.71	2.73
Personal	2.50	2.61	2.59	2.58	2.49	2.44
Social/Political	2.40	2.43	2.49	2.43	2.47	2.49
Productive	2.66	2.68	2.65	2.65	2.63	2.39

Ranks

	<HSG	HSG	SC	T/CCG	CG	GS
Intellectual	2	1	1	1	1	1
Personal	3	3	3	3	3	3
Social/Political	4	4	4	4	4	2
Productive	1	2	2	2	2	4

Kendall's Coefficient of Concordance W = .700
Critical value of S = 75.7 S = 126 Probability $\leq$ .05

Sub-hypothesis 2d (Occupation)

Sub-hypothesis 2d was developed to test the degree of agreement regarding the relative importance of the four educational domains among respondents grouped according to occupation: (1) professionals; (2) managers, proprietors, and officials; (3) clerical and kindred workers; (4) skilled workers and foremen; (5) semiskilled and unskilled workers; and (6) homemakers. Sub-hypothesis 2d stated:

> There is no significant agreement among respondents when grouped according to occupation regarding the relative importance of the four domains.

The hypothesis was rejected. Kendall's Coefficient of Concordance (W) indicated overall agreement did exist at the .05 level of significance among the ranked responses. Several groups agreed completely in their rankings of the domains. The productive domain was perceived as of first priority, and was followed in order of importance by the intellectual, personal, and social/political domains by respondents in the clerical and kindred workers group. However, the intellectual domain was perceived as of first importance and the productive domain second, the personal domain third, and the social/political domain as of fourth priority by those in the managers, proprietors, and officials group and the groups comprising the skilled workers and foremen. The intellectual and personal domains were ranked as first and second in importance by both the homemakers and the professionals. However, the homemakers ranked the productive domain third and the social/political domain fourth in importance, whereas the professionals ranked the social/political domain third and the productive domain fourth in their prioritization.

MEAN SCORES, RANKS, AND
KENDALL W: EDUCATIONAL DOMAINS
BY OCCUPATION VARIABLE
N = 455

Mean Ratings

	Pro.	M,P,O	CL	S,W,F	S,U	Hmmkr.
Intellectual	2.75	2.63	2.64	2.66	2.61	2.79
Personal	2.55	2.45	2.53	2.49	2.53	2.71
Social/Political	2.52	2.42	2.41	2.37	2.37	2.56
Productive	2.51	2.52	2.64	2.63	2.71	2.70

Ranks

	Pro.	M,P,O	CL	S,W,F	S,U	Hmmkr.
Intellectual	1	1	2	1	2	1
Personal	2	3	3	3	3	2
Social/Political	3	4	4	4	4	4
Productive	4	2	1	2	1	3

Kendall's Coefficient of Concordance W = .655
Critical value of S = 75.7 S = 118 Probability $\leq$ .05

Sub-hypothesis 2e (Urban/rural Residence)

Sub-hypothesis 2e was developed to test the degree of agreement regarding the relative importance of the four educational domains between respondents grouped by urban and rural area of residence. Sub-hypothesis 2e stated:

> There is no significant agreement between respondents when grouped according to urban/rural residence regarding the relative importance of the four domains.

The hypothesis was rejected. The Spearman Rank Correlation (r_s) indicated that there was significant agreement at the .05 level of significance between the urban and rural groups of respondents. Both groups ranked all four domains the same in importance. The intellectual domain was perceived as first in importance, the productive domain second, and the personal and social/political domains were third and fourth respectively.

Overall, respondents residing in rural areas regarded the goal domains in the study higher than did those residing in urban areas. The overall mean rating for all goal domains for rural respondents was 2.61; the overall mean for urban respondents was 2.58.

MEAN SCORES, RANKS, AND
SPEARMAN r_s: EDUCATIONAL DOMAINS
BY URBAN/RURAL RESIDENCE VARIABLE
N = 455

Mean Ratings

	URBAN	RURAL
Intellectual	2.70	2.71
Personal	2.56	2.57
Social/Political	2.43	2.52
Productive	2.63	2.64

Ranks

	URBAN	RURAL
Intellectual	1	1
Personal	3	3
Social/Political	4	4
Productive	2	2

Spearman Correlation Coefficient = 1.000 Probability $\leq$ .05

SUMMARY OF FINDINGS

Findings Pertinent to the Hypotheses

1. Respondents perceived the four educational goal domains as of different relative importance. Respondents ranked the intellectual domain first, the productive domain second, the personal domain third, and the social/political domain fourth in priority.

2. There was no significant agreement between the male and female respondents as to the relative importance of the educational goal domains.

3. There was significant agreement among the four different age groupings as to the relative importance of the educational goal domains.

4. There was significant agreement among the groupings of respondents by educational attainment as to the relative importance of the educational goal domains.

5. There was significant agreement among the respondents within the six occupational groups as to the relative importance of the educational goal domains.

6. There was significant agreement between respondents in urban and rural areas of residence as to the relative importance of the educational domains.

Note: Findings pertinent to individual questions may be found in the appendices.

CONCLUSIONS

As a direct result of this study, a number of conclusions were drawn. They are:

1. Citizens of Idaho perceived all four of the goal domains to be important. In particular, the intellectual and productive goal domains, both of which emphasized basic skills and knowledge were perceived as being considerably above average in importance. On the other hand, the social/political domain, while viewed as of relatively less importance than the other domains, was still perceived by the citizens responding as of more than average importance.

2. Citizens of Idaho perceived the four goal domains as of different relative importance. Their highest priorities were for goals in the intellectual domain, and they perceived goals in the productive domain as being nearly as high in priority. However, they viewed goals in the personal domain as of somewhat less importance, and the goals in the social/political domain as being less important than those in the other three domains.

3. Analysis of the perceptions of various demographic groups as to the importance of the goal domains also leads to a number of conclusions. These conclusions are as follows:

(a) Older citizens of Idaho regard the goals in this study as being more important than did younger citizens.

(b) Women in Idaho regarded the goals in this study as being more important than did men in Idaho.

(c) Citizens of Idaho residing in rural areas regarded this study's educational goals as being more important than did their counterparts who live in urban areas.

(d) Homemakers in Idaho regarded the educational goals in this study as of considerably more importance than did those who worked outside the home.

The ultimate conclusion is that, in 1980, the citizens of Idaho desire the elementary/secondary educational programs in Idaho to be comprehensive; not narrowly limited in scope.

RECOMMENDATIONS

Based upon the findings of this study several recommendations can be made. These recommendations are:

1. It is recommended that the results of this and other significant studies pertinent to the determination and prioritization of the goals of education be widely disseminated so that interested parties in the educational community and lay public alike will be made aware of their findings.

2. It is recommended that school personnel of the various districts in Idaho compare their curricular offerings to the priorities placed upon the educational goals in this survey by the citizens of Idaho. Those curricular offerings should then be strengthened in accordance with the findings of this survey.

3. It is recommended that studies similar to this study be carried out intermittently at the state, regional, and local levels in the State of Idaho.

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APPENDICES

APPENDIX A

PREFIXES THROUGHOUT IDAHO AND THE CALLS MADE IN EACH

NUMBERS AND PERCENTAGES OF ALL RESPONDENTS CLASSIFIED BY DEMOGRAPHIC VARIABLES

PREFIXES AND CALLS MADE IN EACH

CITY	PREFIX	NO. OF CALLS
Aberdeen	397	1
American Falls	226	4
Arco	527	1
Ashton	652	2
Blackfoot	785	9
Bliss	543	4
Boise	336	4
Boise	342	20
Boise	343	19
Boise	344	15
Boise	345	12
Boise	375	15
Boise	376	12
Boise	377	2
Boise	384	4
Bonners Ferry	267	3
Burley	678	12
Caldwell	454	3
Caldwell	459	14
Challis	879	1
Coeur d'Alene	664	6
Coeur d'Alene	667	3
Cottonwood	962	1
Council	253	1
Craigmont	924	1
Dayton	747	2
Downey	897	1
Driggs	354	1
Eagle	939	2
Emmett	365	5
Fairfield	326	1
Firth	346	1
Fruitland	452	1
Glenns Ferry	366	1
Gooding	934	3
Grace	425	1
Grangeville	983	2
Hagerman	837	1
Hailey	788	3
Hayden Lake	772	3
Homedale	337	1
Idaho Falls	522	18
Idaho Falls	523	15
Idaho Falls	524	6
Inkom	775	1
Jerome	324	6
Kamiah	935	1
Kellogg	894	1

CITY	PREFIX	NO. OF CALLS
Ketchum	726	4
Kimberly-Hansen	423	3
Kooskia	926	1
Kuna	692	1
Lapwai	843	1
Lewiston	743	10
Lewiston	746	3
Lewisville	754	1
Mackay	588	1
Malad	766	2
Marsing	896	1
McCall	634	2
McCammon	254	1
Melba	495	1
Meridian	888	8
Middleton	585	1
Montpelier	847	3
Moscow	882	7
Mountain Home	587	6
Mountain Home	832	3
Mullan	744	1
Nampa	466	15
Nampa	467	6
Newdale	458	1
New Plymouth	278	1
Orofino	476	2
Paris	945	1
Parma	722	1
Paul	438	1
Payette	642	4
Pinehurst	682	2
Pinehurst	786	1
Plummer	686	1
Pocatello	232	14
Pocatello	233	11
Pocatello	237	9
Post Falls	773	3
Potlatch	875	1
Preston	852	3
Priest Lake	443	1
Priest River	448	1
Rathdrum	687	1
Rexburg	356	8
Rigby	745	3
Ririe	538	1
Riverside	684	2
Rockland	548	1
Rupert	436	4
Salmon	756	3
Shelley	357	3
Shoshone	886	1

CITY	PREFIX	NO. OF CALLS
Soda Springs	547	3
Spirit Lake	623	1
St. Anthony	624	3
Star	286	1
Sun Valley	622	3
Troy	835	1
Twin Falls	733	16
Twin Falls	734	7
Weiser	549	4
Wendell	536	2
Wilder	482	1

NUMBERS AND PERCENTAGES OF ALL
RESPONDENTS AS CLASSIFIED BY DEMOGRAPHIC VARIABLES
(455 TOTAL RESPONDENTS)

Variable	Number	Percent
AGE:		
18-30 years	142	31.2
31-50 years	185	40.7
51-64 years	79	17.4
65 or older	47	10.3
No response	2	0.4
OCCUPATION:		
Professionals	49	10.8
Managers, proprietors, and officials	79	17.4
Clerical and kindred workers	78	17.1
Skilled workers and foremen	66	14.5
Semiskilled and unskilled workers	43	9.5
Homemakers	103	22.6
No response	37	8.1
EDUCATION:		
Less than high school graduate	54	11.9
High school graduate	135	29.7
Some college	142	31.2
Trade school or community school graduate	30	6.6
College graduate	51	11.2
Graduate school	41	9.0
No response	2	0.4
URBAN/RURAL RESIDENCE:		
Urban	344	75.6
Rural	109	24.0
No response	2	0.4
SEX:		
Male	184	40.4
Female	267	58.7
No response	4	0.9

APPENDIX B

THE SURVEY INSTRUMENT

Telephone

IF I WERE COMPLETING MY EDUCATION TODAY IN THE ELEMENTARY/SECONDARY SCHOOLS IN THE STATE OF IDAHO, AS A DIRECT RESULT OF THAT SCHOOLING I SHOULD:		LITTLE IMPORTANCE	AVERAGE IMPORTANCE	VERY IMPORTANT
1. ...have gained the basic skills in mathematics.	1.	1	2	3
(PLEASE REMEMBER THAT YOUR ANSWER MUST BE "OF LITTLE IMPORTANCE", "OF AVERAGE IMPORTANCE", OR "VERY IMPORTANT".)				
2. ...have gained the basic skills in reading.	2.	1	2	3
3. ...have gained the basic skills in writing.	3.	1	2	3
4. ...have gained the basic skills in speaking.	4.	1	2	3
5. ...have gained the basic skills in listening.	5.	1	2	3
6. ...have gained advanced skills:				
a. in reading	6a.	1	2	3
b. in writing	6b.	1	2	3
c. in speaking	6c.	1	2	3
d. in mathematics; that is, algebra or geometry	6d.	1	2	3
e. in sciences such as biology and chemistry	6e.	1	2	3
7. ...have developed the "love of learning".	7.	1	2	3
8. ...have developed the ability to think logically.	8.	1	2	3
9. ...have developed the ability to study effectively.	9.	1	2	3
10. ...have developed basic understanding and respect for myself.	10.	1	2	3
11. ...have developed my own individual ethical standards.	11.	1	2	3
12. ...have developed understanding of how the human body works, and how it is maintained.	12.	1	2	3
13. ...have developed understanding of the human mind, and how sound mental health is maintained.	13.	1	2	3
14. ...have developed an appreciation for the arts in areas such as literature, music, or painting.	14.	1	2	3
15. ...have developed skills and interests for fulfillment and enjoyment in my leisure time.	15.	1	2	3
16. ...have developed understanding of, and an appreciation for family life.	16.	1	2	3
17. ...have developed the ability to get along as a member of a family.	17.	1	2	3
18. ...have adjusted my own standards of conduct so that they are in keeping with the standards of society.	18.	1	2	3
19. ...have developed respect for others.	19.	1	2	3
20. ...have developed a general knowledge of world history.	20.	1	2	3
21. ...have developed knowledge of American history.	21.	1	2	3

		LITTLE IMPORTANCE	AVERAGE IMPORTANCE	VERY IMPORTANT
22. ...have developed knowledge of the various races, religions and cultures which make up American society.	22.	1	2	3
23. ...have developed knowledge of the diverse races, religions and cultures of the people of the world.	23.	1	2	3
24. ...have developed knowledge of the role and workings of American government at the local, state, and national levels.	24.	1	2	3
25. ...have developed knowledge of the differing types of governments throughout the world.	25.	1	2	3
26. ...have developed knowledge of the rights, privileges, and responsibilities enjoyed by those of us living in America.	26.	1	2	3
27. ...have developed understanding of the American economic system.	27.	1	2	3
28. ...have developed the capability to be successful in such "survival skills" as wise personal buying, selling, and investing.	28.	1	2	3
29. ...have an understanding of my own job interests and abilities, and occupations that I might like to work in.	29.	1	2	3
30. ...have developed knowledge of careers available today, and the training involved for them.	30.	1	2	3
31. ...have learned a trade or saleable job skill.	31.	1	2	3

THE LAST SEVERAL QUESTIONS ASK FOR SOME BACKGROUND INFORMATION.

32. Into which age group do you fall? 18-20 (1) 21-50 (2) 51-64 (3) 65 or older (4)

33. What is your occupation?_____

34. What is the highest level of education you have received?

Less than High School Graduate (1) High School Graduate (2) Some College (3)

Trade Community College Graduate (4) College Graduate (5) Graduate School (6)

35. Do you live in a town or city? Yes____ No ____

IF YES: Name it._____

36. TO THE INTERVIEWER: Sex of the respondent? Female (1) Male (2)

THIS CONCLUDES THE INTERVIEW. THANK YOU VERY MUCH.

APPENDIX C

GENERAL DATA FOR ALL RESPONDENTS AND ALL QUESTIONS COMBINED

MEAN, VARIANCE, AND STANDARD DEVIATION SCORES FOR EACH EDUCATIONAL DOMAIN FROM ALL RESPONDENTS COMBINED

GENERAL DATA FOR ALL RESPONDENTS
AND ALL QUESTIONS COMBINED
N = 455

Mean	2.595	Std. Error	0.012	Median	2.635
Mode	2.743	Std. Dev.	0.258	Variance	0.067
Kurtosis	0.382	Skewness	-0.740	Range	1.286
Minimum	1.714	Maximum	3.000		

MEAN, VARIANCE, AND STANDARD DEVIATION SCORES
FOR EACH EDUCATIONAL DOMAIN FROM
ALL RESPONDENTS COMBINED
N = 455

	Means
Intellectual	2.6982
Personal	2.5599
Social/Political	2.4545
Productive	2.6338

	Variances
Intellectual	0.0624
Personal	0.1545
Social/Political	0.3410
Productive	0.1401

	Standard Deviation
Intellectual	0.2497
Personal	0.3931
Social/Political	0.1163
Productive	0.3743

APPENDIX D

PRIORITY SCORES FOR EACH QUESTION AS COMPILED FROM ALL RESPONDENTS

PRIORITY SCORES FOR EACH QUESTION AS COMPILED FROM ALL RESPONDENTS
(N=455)

Question	Little		Average		Very		Mean	Median	Variance	Standard Error	Standard Deviation
	Number	Percent	Number	Percent	Number	Percent					
1. Basic mathematics	0	0	38	8.4	417	91.6	2.916	2.954	0.077	0.012	0.277
2. Basic reading	1	0.2	11	2.4	442	97.1	2.965	2.985	0.052	0.011	0.227
3. Basic writing	4	0.9	73	16.0	377	82.9	2.815	2.897	0.182	0.020	0.426
4. Basic speaking	5	1.1	119	26.2	331	72.7	2.716	2.813	0.226	0.022	0.475
5. Basic listening	4	0.9	49	10.8	402	88.4	2.875	2.934	0.127	0.017	0.375
6a. Advanced reading	6	1.3	142	31.2	306	67.3	2.655	2.757	0.266	0.024	0.516
6b. Advanced writing	10	2.2	192	42.2	252	55.4	2.527	2.597	0.307	0.026	0.554
6c. Advanced speaking	24	5.3	206	45.3	223	49.0	2.429	2.478	0.378	0.029	0.614
6d. Advanced mathematics	24	5.3	210	46.2	219	48.1	2.420	2.460	0.376	0.029	0.613
6e. Advanced sciences	38	8.4	255	56.0	161	35.4	2.266	2.239	0.376	0.029	0.613
7. "Love of learning"	10	2.2	74	16.3	370	81.3	2.787	2.885	0.226	0.022	0.476
8. Logical thinking	1	0.2	60	13.2	394	86.6	2.864	2.933	0.122	0.016	0.350
9. Effective studying	3	0.7	66	14.5	386	84.8	2.842	2.911	0.147	0.018	0.383
10. Self understanding/respect	7	1.5	56	12.3	392	86.2	2.846	2.920	0.161	0.019	0.402
11. Individual ethics	15	3.3	95	20.9	343	75.4	2.712	2.837	0.299	0.026	0.546
12. Physical health	7	1.5	183	40.5	265	58.2	2.567	2.642	0.277	0.025	0.526
13. Mental health	20	4.4	175	38.5	260	57.1	2.527	2.625	0.333	0.027	0.581
14. Arts appreciation	47	10.3	274	60.2	134	29.5	2.191	2.159	0.362	0.028	0.602
15. Recreation skills	44	9.7	176	38.7	235	51.6	2.420	2.532	0.423	0.031	0.652
16. Family life understanding	43	9.5	92	20.2	320	70.3	2.609	2.789	0.428	0.031	0.654
17. Personal domestic adjustment	48	10.5	83	18.2	324	71.2	2.607	2.798	0.451	0.031	0.671
18. Personal standards adjustment	44	9.7	106	23.3	304	66.8	2.567	2.752	0.453	0.032	0.672
19. Respect for others	9	2.0	71	15.6	374	82.2	2.798	2.892	0.215	0.022	0.463
20. World history	24	5.3	292	64.2	139	30.5	2.253	2.197	0.295	0.025	0.543
21. American history	7	1.5	190	41.8	258	56.7	2.552	2.618	0.279	0.025	0.528
22. American cultures	33	7.3	251	55.2	171	37.6	2.303	2.275	0.357	0.028	0.598
23. World cultures	63	13.8	307	67.5	85	18.7	2.048	2.036	0.324	0.027	0.569
24. American government	7	1.5	136	29.9	312	68.6	2.670	2.771	0.252	0.024	0.502
25. World Governments	48	10.5	284	62.4	123	27.0	2.165	2.132	0.349	0.028	0.591
26. Duties of Americans	4	0.9	110	24.2	340	74.7	2.734	2.831	0.226	0.022	0.476
27. American economics	11	2.4	191	42.0	253	55.6	2.532	2.601	0.293	0.026	0.536
28. Economic survival skills	27	5.9	175	38.5	252	55.4	2.490	2.597	0.383	0.029	0.619
29. Knowledge of vocational aptitudes	4	0.9	95	20.9	355	78.0	2.767	2.859	0.210	0.021	0.458
30. Knowledge of careers	13	2.9	95	20.9	346	76.0	2.727	2.842	0.269	0.024	0.519
31. Acquired a job skill	20	4.4	112	24.6	321	70.5	2.653	2.791	0.342	0.027	0.585

APPENDIX E

DETERMINED BY RESPONSES OF ALL RESPONDENTS:

RANK ORDER OF QUESTIONS DETERMINED
BY MEAN SCORES

RANK ORDER OF QUESTIONS CLASSIFIED
AS VERY IMPORTANT BY MEAN SCORES

RANK ORDER OF QUESTIONS CLASSIFIED
AS LITTLE IMPORTANCE BY MEAN SCORES

RANK ORDER OF QUESTIONS DETERMINED
BY MEDIAN SCORES

RANK ORDER OF QUESTIONS DETERMINED BY
MEAN SCORES OF RESPONSES OF ALL RESPONDENTS
(N=455)

Rank		Question	Mean Scores
1.	(2.)	Basic reading	2.965
2.	(1.)	Basic mathematics	2.916
3.	(5.)	Basic listening	2.875
4.	(8.)	Logical thinking	2.864
5.	(10.)	Self understanding/respect	2.846
6.	(9.)	Effective studying	2.842
7.	(3.)	Basic writing	2.815
8.	(19.)	Respect for others	2.798
9.	(7.)	"Love of learning"	2.787
10.	(29.)	Knowledge of vocational aptitudes	2.767
11.	(26.)	Duties of Americans	2.734
12.	(30.)	Knowledge of career	2.727
13.	(4.)	Basic speaking	2.716
14.	(11.)	Individual ethics	2.712
15.	(24.)	American government	2.670
16.	(6a.)	Advanced reading	2.655
17.	(31.)	Acquired a job skill	2.653
18.	(16.)	Family life understanding	2.609
19.	(17.)	Personal domestic adjustment	2.607
20.	(12.)	Physical health	2.567
21.	(18.)	Personal standards adjustment	2.567
22.	(21.)	American history	2.552
23.	(27.)	American economics	2.532
24.	(6b.)	Advanced writing	2.527
25.	(13.)	Mental health	2.527
26.	(28.)	Economic survival skills	2.490
27.	(6c.)	Advanced speaking	2.429
28.	(6d.)	Advanced mathematics	2.420
29.	(15.)	Recreation skills	2.420
30.	(22.)	American cultures	2.303
31.	(6e.)	Advanced sciences	2.266
32.	(20.)	World history	2.253
33.	(14.)	Arts appreciation	2.191
34.	(25.)	World governments	2.165
35.	(23.)	World cultures	2.043

RANK ORDER OF QUESTIONS CLASSIFIED AS VERY IMPORTANT
BY MEAN SCORES OF ALL RESPONDENTS
(N=455)

Rank		Question	Percent	No.
1.	(2.)	Basic reading	97.1	442
2.	(1.)	Basic mathematics	91.6	417
3.	(5.)	Basic listening	88.4	402
4.	(8.)	Logical thinking	86.6	394
5.	(10.)	Self understanding/respect	86.2	392
6.	(9.)	Effective studying	84.8	386
7.	(3.)	Basic writing	82.9	377
8.	(19.)	Respect for others	82.2	374
9.	(7.)	"Love of learning"	81.3	370
10.	(29.)	Knowledge of vocational aptitudes	78.0	355
11.	(30.)	Knowledge of careers	76.0	346
12.	(11.)	Individual ethics	75.4	343
13.	(26.)	Duties of Americans	74.7	340
14.	(4.)	Basic speaking	72.7	331
15.	(17.)	Personal domestic adjustment	71.2	324
16.	(31.)	Acquired a job skill	70.5	321
17.	(16.)	Family life understanding	70.3	320
18.	(24.)	American government	68.6	312
19.	(6a.)	Advanced reading	67.3	306
20.	(18.)	Personal standards adjustment	66.8	304
21.	(12.)	Physical health	58.2	265
22.	(13.)	Mental health	57.1	260
23.	(21.)	American history	56.7	258
24.	(27.)	American economics	55.6	253
25.	(28.)	Economic survival skills	55.4	252
26.	(6b.)	Advanced writing	55.4	252
27.	(15.)	Recreation skills	51.6	235
28.	(6c.)	Advanced speaking	49.0	223
29.	(6d.)	Advanced mathematics	48.1	219
30.	(22.)	American culture	37.6	171
31.	(6e.)	Advanced sciences	35.4	161
32.	(20.)	World history	30.5	139
33.	(14.)	Arts appreciation	29.5	134
34.	(25.)	World governments	27.0	123
35.	(23.)	World cultures	18.7	85

RANK ORDER OF QUESTIONS CLASSIFIED AS LITTLE IMPORTANCE
BY MEAN SCORES OF ALL RESPONDENTS
(N=455)

Rank		Question	Percent	No.
1.	(1.)	Basic mathematics	0.0	0
2.	(2.)	Basic reading	0.2	1
3.	(8.)	Logical thinking	0.2	1
4.	(9.)	Effective studying	0.7	3
5.	(3.)	Basic writing	0.9	4
6.	(5.)	Basic listening	0.9	4
7.	(26.)	Duties of Americans	0.9	4
8.	(29.)	Knowledge of vocational aptitudes	0.9	4
9.	(4.)	Basic speaking	1.1	5
10.	(6a.)	Advanced reading	1.3	6
11.	(10.)	Self understanding/respect	1.5	7
12.	(21.)	American history	1.5	7
13.	(24.)	American government	1.5	7
14.	(12.)	Physical health	1.5	7
15.	(19.)	Respect for others	2.0	9
16.	(7.)	"Love of learning"	2.2	10
17.	(6b.)	Advanced writing	2.2	10
18.	(27.)	American economics	2.4	11
19.	(30.)	Knowledge of careers	2.9	13
20.	(11.)	Individual ethics	3.3	15
21.	(31.)	Acquired a job skill	4.4	20
22.	(13.)	Mental health	4.4	20
23.	(20.)	World history	5.3	24
24.	(6c.)	Advanced speaking	5.3	24
25.	(6d.)	Advanced mathematics	5.3	24
26.	(28.)	Economic survival skills	5.9	27
27.	(22.)	American cultures	7.3	33
28.	(6e.)	Advanced sciences	8.4	38
29.	(16.)	Family life understanding	9.5	43
30.	(15.)	Recreation skills	9.7	44
31.	(18.)	Personal standards adjustment	9.7	44
32.	(14.)	Arts appreciation	10.3	47
33.	(17.)	Personal domestic adjustment	10.5	48
34.	(25.)	World governments	10.5	48
35.	(23.)	World cultures	13.8	63

RANK ORDER OF QUESTIONS DETERMINED BY
MEDIAN SCORES OF RESPONSES OF ALL RESPONDENTS
(N=455)

Rank		Question	Median
1.	(2.)	Basic reading	2.985
2.	(1.)	Basic mathematics	2.954
3.	(5.)	Basic listening	2.934
4.	(8.)	Logical thinking	2.933
5.	(10.)	Self understanding/worth	2.920
6.	(9.)	Effective studying	2.911
7.	(3.)	Basic writing	2.897
8.	(19.)	Respect for others	2.892
9.	(7.)	"Love of learning"	2.885
10.	(29.)	Knowledge of vocational aptitudes	2.859
11.	(30.)	Knowledge of careers	2.842
12.	(11.)	Physical health	2.837
13.	(26.)	Duties of Americans	2.831
14.	(4.)	Basic speaking	2.813
15.	(17.)	Personal domestic adjustment	2.798
16.	(31.)	Acquired a job skill	2.791
17.	(16.)	Family life understanding	2.789
18.	(24.)	American government	2.771
19.	(6a.)	Advanced reading	2.757
20.	(18.)	Personal standards adjustment	2.752
21.	(12.)	Physical health	2.642
22.	(13.)	Mental health	2.625
23.	(21.)	American history	2.618
24.	(27.)	American economics	2.601
25.	(6b.)	Advanced writing	2.597
26.	(28.)	Economic survival skills	2.597
27.	(15.)	Recreation skills	2.532
28.	(6c.)	Advanced speaking	2.478
29.	(6d.)	Advanced mathematics	2.460
30.	(22.)	American cultures	2.275
31.	(6e.)	Advanced sciences	2.239
32.	(20.)	World history	2.197
33.	(14.)	Arts appreciation	2.159
34.	(25.)	World governments	2.132
35.	(23.)	World cultures	2.036

MEAN SCORES FOR EACH QUESTION BY AGE VARIABLE

	Question	18-30	31-50	51-64	65--
1.	Basic mathematics	2.9155	2.8865	2.9494	2.9787
2.	Basic reading	2.9859	2.9351	2.9747	3.0000
3.	Basic writing	2.8521	2.8162	2.7215	2.8723
4.	Basic speaking	2.7676	2.7081	2.6329	2.7447
5.	Basic listening	2.8592	2.8757	2.8608	2.9362
6a.	Advanced reading	2.5282	2.7243	2.6835	2.7234
6b.	Advanced writing	2.4155	2.6054	2.5063	2.6170
6c.	Advanced speaking	2.4930	2.4162	2.3671	2.4255
6d.	Advanced mathematics	2.3451	2.4541	2.5443	2.2979
6e.	Advanced sciences	2.1761	2.3081	2.3797	2.2128
7.	"Love of learning"	2.6831	2.7676	2.9494	2.8936
8.	Logical thinking	2.8239	2.8703	2.9367	2.8298
9.	Effective studying	2.8380	2.8270	2.8987	2.8085
10.	Self understanding/ respect	2.8662	2.8270	2.8608	2.8298
11.	Individual ethics	2.5634	2.7568	2.8101	2.8085
12.	Physical health	2.5352	2.5351	2.5445	2.8298
13.	Mental health	2.5070	2.4973	2.5316	2.7021
14.	Arts appreciation	2.0563	2.2649	2.1519	2.3617
15.	Recreation skills	2.3451	2.4054	2.5190	2.5532
16.	Family life understanding	2.5845	2.5676	2.6962	2.7234
17.	Personal domestic adjustment	2.5634	2.5514	2.6962	2.8298
18.	Personal standards adjustment	2.5000	2.5892	2.6329	2.5957
19.	Respect for others	2.8028	2.8054	2.7975	2.7660
20.	World history	2.1127	2.3135	2.2911	2.3617
21.	American history	2.4366	2.6324	2.5190	2.6383
22.	American cultures	2.2746	2.2865	2.3291	2.4255
23.	World cultures	2.0000	2.0541	2.0633	2.1489
24.	American government	2.6127	2.6973	2.6709	2.7234
25.	World governments	2.0634	2.2541	2.1772	2.0851
26.	Duties of Americans	2.6620	2.7568	2.8101	2.7447
27.	American economics	2.5211	2.5676	2.4430	2.5745
28.	Economic survival skills	2.5845	2.4054	2.4177	2.6809
29.	Knowledge of vocational aptitudes	2.8099	2.7027	2.8101	2.8085
30.	Knowledge of careers	2.7535	2.7081	2.8228	2.5532
31.	Acquired a job skill	2.6338	2.5892	2.7342	2.8085

RANKING (1-35) OF EACH QUESTION BASED UPON MEAN SCORES OF AGE VARIABLE

Question	18-30	31-50	51-64	65--
1. Basic mathematics	2	2	2	2
2. Basic reading	1	1	1	1
3. Basic writing	5	7	14	5
4. Basic speaking	10	13	19	15
5. Basic listening	4	3	6	3
6a. Advanced reading	21	12	17	17
6b. Advanced writing	27	18	26	23
6c. Advanced speaking	25	27	30	28
6d. Advanced mathematics	28	26	22	32
6e. Advanced sciences	31	31	29	33
7. "Love of learning	19	9	2	4
8. Logical thinking	7	4	4	6
9. Effective studying	6	5	5	10
10. Self understanding/respect	3	5	6	6
11. Individual ethics	18	10	9	10
12. Physical health	20	24	21	6
13. Mental health	23	25	23	20
14. Arts appreciation	34	33	32	30
15. Recreation skills	28	28	24	26
16. Family life understanding	16	21	15	17
17. Personal domestic adjustment	18	23	15	6
18. Personal standards adjustment	24	19	19	24
19. Respect for others	9	8	12	14
20. World history	32	30	33	30
21. American history	26	17	24	22
22. American cultures	30	32	31	28
23. World cultures	35	35	35	34
24. American government	15	16	18	17
25. World governments	33	34	34	35
26. Duties of Americans	13	10	9	15
27. American economics	22	21	27	25
28. Economic survival skills	16	28	28	21
29. Knowledge of vocational aptitudes	8	15	9	10
30. Knowledge of career	11	13	8	26
31. Acquired a job skill	14	19	13	10

MEAN SCORES FOR EACH QUESTION BY OCCUPATION VARIABLE

	Question	Prof.	M,P,O	C L	S,W,F	S,U	HMMKR
1.	Basic mathematics	2.9796	2.9494	2.8718	2.8788	2.8605	2.9612
2.	Basic reading	3.0000	2.9873	2.9231	2.9697	2.8837	3.0000
3.	Basic writing	2.8980	2.8734	2.7564	2.6970	2.6512	2.9126
4.	Basic speaking	2.7347	2.7468	2.6923	2.7121	2.5349	2.8447
5.	Basic listening	2.8163	2.8608	2.8462	2.8939	2.8372	2.9417
6a.	Advanced reading	2.7755	2.6582	2.5385	2.6212	2.5814	2.7476
6b.	Advanced writing	2.5306	2.6203	2.3974	2.5758	2.4186	2.5922
6c.	Advanced speaking	2.4082	2.4304	2.4103	2.3636	2.3256	2.5534
6d.	Advanced mathematics	2.4898	2.3418	2.3077	2.4091	2.2791	2.5631
6e.	Advanced sciences	2.4694	2.2405	2.2436	2.0758	2.2538	2.3301
7.	"Love of learning"	2.8367	2.7595	2.6795	2.7727	2.2558	2.8932
8.	Logical thinking	2.8980	2.7722	2.8462	2.8333	2.8140	2.9417
9.	Effective studying	2.8571	2.7595	2.8333	2.8333	2.6512	2.9515
10.	Self understanding/respect	2.8571	2.8571	2.8205	2.8485	2.7674	2.9029
11.	Individual ethics	2.6531	2.7722	2.6282	2.7273	2.6744	2.8641
12.	Physical health	2.5510	2.4810	2.5128	2.5000	2.5814	2.6990
13.	Mental health	2.5918	2.3165	2.5513	2.4848	2.4884	2.6990
14.	Arts appreciation	2.4286	2.0759	2.1154	2.0606	2.0698	2.3592
15.	Recreation skills	2.3673	2.3038	2.3718	2.4091	2.3721	2.5243
16.	Family life understanding	2.4694	2.5316	2.6154	2.3939	2.6512	1.8155
17.	Personal domestic adjustment	2.4490	2.5316	2.5897	2.4697	2.6279	2.7971
18.	Personal standards adjustment	2.5102	2.4684	2.5000	2.4545	2.6512	2.7864
19.	Respect for others	2.7755	2.7595	2.6795	2.8182	2.7907	2.8932
20.	World history	2.3469	2.2532	2.1923	2.1970	2.0930	2.3592
21.	American history	2.6327	2.5570	2.5000	2.4394	2.3488	2.7184
22.	American cultures	2.3673	2.2658	2.2949	2.1364	2.1163	2.4175
23.	World cultures	2.1837	1.9494	2.1154	1.8788	1.9302	2.1553
24.	American government	2.7143	2.6709	2.6282	2.6667	2.5349	2.7184
25.	World governments	2.3673	2.1139	2.1282	2.0152	2.1395	2.2427
26.	Duties of Americans	2.7755	2.7089	2.6795	2.6970	2.7209	2.7864
27.	American economics	2.5102	2.5190	2.5897	2.4848	2.3953	2.5728
28.	Economic survival skills	2.4694	2.4557	2.5256	2.3485	2.4419	2.5437
29.	Knowledge of vocational aptitudes	2.5918	2.6076	2.7308	2.8788	2.9302	2.8252
30.	Knowledge of careers	2.5918	2.5570	2.7179	2.7727	2.8837	2.8252
31.	Acquired job skill	2.4082	2.4810	2.6538	2.6667	2.9070	2.7379

RANKING (1-35) OF EACH QUESTION BASED UPON
MEAN SCORES OF OCCUPATION VARIABLES

	Question	Prof.	M,P,O	C L	S,W,F	S,U	HMMKR
1.	Basic mathematics	2	2	2	3	5	2
2.	Basic reading	1	1	1	1	3	1
3.	Basic writing	3	3	7	13	13	6
4.	Basic speaking	12	11	10	12	20	11
5.	Basic listening	8	4	3	2	6	4
6a.	Advanced reading	9	14	21	17	18	18
6b.	Advanced writing	20	15	27	18	24	24
6c.	Advanced speaking	29	27	26	28	28	27
6d.	Advanced mathematics	23	28	29	25	29	26
6e.	Advanced sciences	24	32	31	32	30	33
7.	"Love of learning"	7	7	11	9	8	8
8.	Logical thinking	3	5	3	6	7	4
9.	Effective studying	5	7	5	6	13	3
10.	Self understanding/ respect	5	5	6	5	10	7
11	Individual ethics	14	17	15	11	12	10
12.	Physical health	19	23	23	19	18	22
13.	Mental health	16	29	20	20	22	22
14.	Arts appreciation	28	34	34	33	34	31
15.	Recreation skills	31	30	28	25	26	29
16.	Family life understanding	24	20	17	27	13	14
17.	Personal domestic adjustment	27	20	18	22	17	15
18.	Personal standards adjustment	21	25	24	23	13	16
19.	Respect for others	9	7	11	8	8	8
20.	World history	34	10	32	30	33	31
21.	American history	15	18	24	24	27	20
22.	American cultures	31	31	30	31	32	30
23.	World cultures	35	35	34	35	35	35
24.	American government	13	13	15	15	20	20
25.	World governments	31	33	33	34	31	34
26.	Duties of Americans	9	12	11	13	11	16
27.	American economics	21	22	18	20	25	25
28.	Economic survival skills	24	26	22	29	23	28
29.	Knowledge of vocational aptitudes	16	16	8	3	1	12
30.	Knowledge of careers	16	18	9	9	3	12
31.	Acquired a job skill	29	23	14	15	2	19

MEAN SCORES FOR EACH QUESTION BY EDUCATION VARIABLE

	Question	<HSG	HSG	SC	TCCG	CG	GS
1.	Basic mathematics	2.8704	2.8741	2.9507	2.9000	2.9412	2.9756
2.	Basic reading	2.8889	2.9556	2.9930	2.9667	2.9608	3.0000
3.	Basic writing	2.7222	2.7630	2.8592	2.8333	2.8627	2.9024
4.	Basic speaking	2.5926	2.6519	2.7746	2.7667	2.7451	2.8293
5.	Basic listening	2.8333	2.8741	2.8944	2.9333	2.8039	2.9024
6a.	Advanced reading	2.6111	2.6741	2.6479	2.6000	2.6275	2.7561
6b.	Advanced writing	2.4630	2.5556	2.5775	2.6667	2.4902	2.6098
6c.	Advanced speaking	2.3148	2.4074	2.4718	2.3667	2.5294	2.4634
6d.	Advanced mathematics	2.5185	2.3259	2.4296	2.5000	2.5098	2.3902
6e.	Advanced sciences	2.1852	2.2519	2.2887	2.0667	2.3529	2.4146
7.	"Love of learning"	2.8148	2.8222	2.7394	2.8333	2.8431	2.6829
8.	Logical thinking	2.8889	2.8667	2.8732	2.8333	2.8235	2.8537
9.	Effective studying	2.7407	2.8593	2.8803	2.9333	2.8039	2.7561
10.	Self understanding/respect	2.7407	2.8519	2.9014	2.8667	2.9216	2.6585
11.	Individual ethics	2.7963	2.7407	2.7535	2.7000	2.6078	2.4878
12.	Physical health	2.5000	2.6593	2.5352	2.5333	2.5098	2.5610
13.	Mental health	2.4444	2.5926	2.5493	2.4667	2.4510	2.4878
14.	Arts appreciation	2.0185	2.2074	2.1972	2.0333	2.2157	2.4146
15.	Recreation skills	2.3704	2.4148	2.4930	2.4000	2.3725	2.3415
16.	Family life understanding	2.5556	2.7111	2.6459	2.8000	2.4510	2.2683
17.	Personal domestic adjustment	2.5741	2.7333	2.6408	2.8333	2.3529	2.2927
18.	Personal standards adjustment	2.5926	2.6000	2.5493	2.6667	2.5882	2.4146
19.	Respect for others	2.7963	2.7704	2.8662	2.8667	2.7451	2.6829
20.	World history	2.1481	2.2000	2.2887	2.2667	2.3333	2.3171
21.	American history	2.5185	2.4593	2.6338	2.5333	2.5098	2.6829
22.	American cultures	2.2037	2.2296	2.3803	2.3000	2.3922	2.3171
23.	World cultures	2.0000	2.0519	2.0141	1.9667	2.1569	2.2927
24.	American government	2.5741	2.6593	2.7183	2.5333	2.6667	2.7561
25.	World governments	2.0185	2.1259	2.2465	1.9667	2.1961	2.2927
26.	Duties of Americans	2.7593	2.7778	2.6901	2.7333	2.6863	2.7805
27.	American economics	2.4630	2.4815	2.6127	2.5333	2.5686	2.4634
28.	Economic survival skills	2.5185	2.5037	2.4789	2.4667	2.5686	2.3902
29.	Knowledge of vocational aptitudes	2.7593	2.8519	2.7817	2.8000	2.7255	2.4634
30.	Knowledge of careers	2.7593	2.7481	2.7606	2.7667	2.7255	2.4634
31.	Acquired a job skill	2.8148	2.8148	2.6127	2.6667	2.5490	2.1463

RANKING (1-35) OF EACH QUESTION BASED UPON MEAN SCORES OF EDUCATION VARIABLE

	Question	<HSG	HSG	SC	TCCG	CG	GS
1.	Basic mathematics	3	2	2	4	2	2
2.	Basic reading	1	1	1	1	1	1
3.	Basic writing	14	12	8	7	4	4
4.	Basic speaking	16	20	10	13	9	7
5.	Basic listening	4	20	4	2	7	4
6a.	Advanced reading	15	17	16	20	15	9
6b.	Advanced writing	25	23	22	17	25	16
6c.	Advanced speaking	29	28	28	29	21	20
6d.	Advanced mathematics	21	29	29	25	22	27
6e.	Advanced sciences	31	30	31	32	30	24
7.	"Love of learning"	5	8	13	7	5	12
8.	Logical thinking	1	4	6	7	6	6
9.	Effective studying	12	5	5	2	7	9
10.	Self understanding/respect	12	6	3	5	3	15
11.	Individual ethics	7	14	12	16	16	18
12.	Physical health	24	18	25	21	22	17
13.	Mental health	27	22	23	26	26	18
14.	Arts appreciation	33	32	34	33	33	24
15.	Recreation skills	28	27	26	28	29	28
16.	Family life understanding	20	16	17	11	28	34
17.	Personal domestic adjustment	18	15	18	7	30	31
18.	Personal standards adjustment	16	21	23	17	17	24
19.	Respect for others	7	11	7	5	9	12
20.	World history	32	33	31	31	32	29
21.	American history	21	26	19	21	22	12
22.	American cultures	30	31	30	30	28	29
23.	World cultures	35	35	35	34	35	31
24.	American government	18	18	14	21	14	9
25.	World governments	33	34	33	34	34	31
26.	Duties of Americans	9	10	15	15	13	8
27.	American economics	25	25	20	21	18	20
28.	Economic survival skills	21	24	27	26	18	27
29.	Knowledge of vocational skills	9	6	9	11	11	20
30.	Knowledge of careers	9	13	11	13	11	20
31.	Acquired a job skill	5	9	20	17	20	35

MEAN SCORES FOR EACH QUESTION
BY SEX VARIABLE

	Question	Female	Male
1.	Basic mathematics	2.9176	2.9130
2.	Basic reading	2.9700	2.9565
3.	Basic writing	2.8464	2.7717
4.	Basic speaking	2.7978	2.6033
5.	Basic listening	2.9064	2.8315
6a.	Advanced reading	2.6929	2.5978
6b.	Advanced writing	2.5468	2.5000
6c.	Advanced speaking	2.5468	2.2663
6d.	Advanced mathematics	2.4757	2.3370
6e.	Advanced sciences	2.3408	2.1685
7.	"Love of learning"	2.8165	2.7391
8.	Logical thinking	2.8839	2.8315
9.	Effective studying	2.8914	2.7663
10.	Self understanding/respect	2.8839	2.7989
11.	Individual ethics	2.7903	2.6141
12.	Physical health	2.6330	2.4728
13.	Mental health	2.6367	2.3696
14.	Arts appreciation	2.3258	2.0000
15.	Recreation skills	2.5056	2.3043
16.	Family life understanding	2.7079	2.4891
17.	Personal domestic adjustment	2.7004	2.4946
18.	Personal standards adjustment	2.6816	2.4130
19.	Respect for others	2.8614	2.7174
20.	World history	2.3483	2.1141
21.	American history	2.6442	2.4239
22.	American cultures	2.4195	2.1413
23.	World cultures	2.1536	1.8967
24.	American government	2.6891	2.6467
25.	World governments	2.1985	2.1141
26.	Duties of Americans	2.7678	2.6902
27.	American economics	2.6255	2.3967
28.	Economic survival skills	2.5768	2.3696
29.	Knowledge of vocational aptitudes	2.7865	2.7391
30.	Knowledge of careers	2.7566	2.6793
31.	Acquired a job skill	2.6929	2.5924

RANKING (1-35) OF EACH QUESTION BASED UPON
MEAN SCORES OF SEX VARIABLE

	Question	Female	Male
1.	Basic mathematics	2	2
2.	Basic reading	1	1
3.	Basic writing	8	6
4.	Basic speaking	10	15
5.	Basic listening	3	3
6a.	Advanced reading	17	16
6b.	Advanced writing	27	18
6c.	Advanced speaking	28	29
6d.	Advanced mathematics	30	27
6e.	Advanced sciences	33	30
7.	"Love of learning"	9	8
8.	Logical thinking	5	3
9.	Effective studying	4	7
10.	Self understanding/respect	5	5
11.	Individual ethics	11	14
12.	Physical health	23	21
13.	Mental health	22	25
14.	Arts appreciation	24	34
15.	Recreation skills	29	28
16.	Family life understanding	15	20
17.	Personal domestic adjustment	16	19
18.	Personal standards adjustment	20	23
19.	Respect for others	7	10
20.	World history	32	31
21.	American history	21	22
22.	American cultures	31	33
23.	World cultures	35	35
24.	American government	19	13
25.	World governments	34	31
26.	Duties of Americans	13	11
27.	American economics	25	24
28.	Economic survival skills	26	25
29.	Knowledge of vocational aptitudes	12	8
30.	Knowledge of careers	14	12
31.	Acquired a job skill	17	17

MEAN SCORES FOR EACH QUESTION BY
URBAN/RURAL RESIDENCE VARIABLE

Question	Urban	Rural
1. Basic mathematics	2.9099	2.9358
2. Basic reading	2.9651	2.9633
3. Basic writing	2.8198	2.8073
4. Basic speaking	2.6977	2.7798
5. Basic listening	2.8634	2.9083
6a. Advanced reading	2.6570	2.6514
6b. Advanced writing	2.5291	2.5321
6c. Advanced speaking	2.4302	2.4404
6d. Advanced mathematics	2.4273	2.3945
6e. Advanced sciences	2.2849	2.2202
7. "Love of learning	2.7820	2.7982
8. Logical thinking	2.8430	2.9266
9. Effective studying	2.8459	2.8257
10. Self understanding/respect	2.8285	2.8991
11. Individual ethics	2.7064	2.7248
12. Physical health	2.5756	2.5413
13. Mental health	2.5233	2.5413
14. Arts appreciation	2.1919	2.1835
15. Recreation skills	2.4157	2.4404
16. Family life understanding	2.6047	2.6330
17. Personal domestic adjustment	2.6105	2.6055
18. Personal standards adjustment	2.5407	2.6606
19. Respect for others	2.7791	2.8624
20. World history	2.2151	2.3670
21. American history	2.5291	2.6239
22. American cultures	2.2936	2.3394
23. World cultures	2.0436	2.0642
24. American government	2.6483	2.7339
25. World governments	2.1395	2.2385
26. Cuties of Americans	2.7209	2.7798
27. American economics	2.5174	2.5780
28. Economic survival skills	2.4913	2.4954
29. Knowledge of vocational skills	2.7645	2.7706
30. Knowledge of careers	2.7151	2.7615
31. Acquired a job skill	2.6744	2.5780

RANKING (1-35) OF EACH QUESTION BASED UPON
MEAN SCORES OF URBAN/RURAL RESIDENCE VARIABLE

Question		Urban	Rural
1.	Basic mathematics	2	2
2.	Basic reading	1	1
3.	Basic writing	7	8
4.	Basic speaking	14	10
5.	Basic listening	3	4
6a.	Advanced reading	16	17
6b.	Advanced writing	22	25
6c.	Advanced speaking	27	27
6d.	Advanced mathematics	28	29
6e.	Advanced sciences	31	33
7.	"Love of learning"	8	9
8.	Logical thinking	5	3
9.	Effective studying	4	7
10.	Self understanding/respect	6	5
11.	Individual ethics	13	15
12.	Physical health	20	23
13.	Mental health	24	23
14.	Arts appreciation	33	34
15.	Recreation skills	29	27
16.	Family life understanding	19	18
17.	Personal domestic adjustment	18	19
18.	Personal standards adjustment	21	16
19.	Respect for others	9	6
20.	World history	32	30
21.	American history	22	19
22.	American cultures	30	31
23.	World cultures	35	35
24.	American government	17	14
25.	World governments	34	32
26.	Duties of Americans	11	10
27.	American economics	25	21
28.	Economic survival skills	26	26
29.	Knowledge of vocational skills	10	12
30.	Knowledge of careers	12	13
31.	Acquired a job skill	15	22